



BLenheim ELEMENTARY/MIDDLE

P.O. Box 250

Blenheim, S. C. 29516

Grades	PK-8 Elementary School	
Enrollment	313 Students	
Principal	Dr. Gwen Dixon-Coe	843-528-3262
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	At-Risk	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

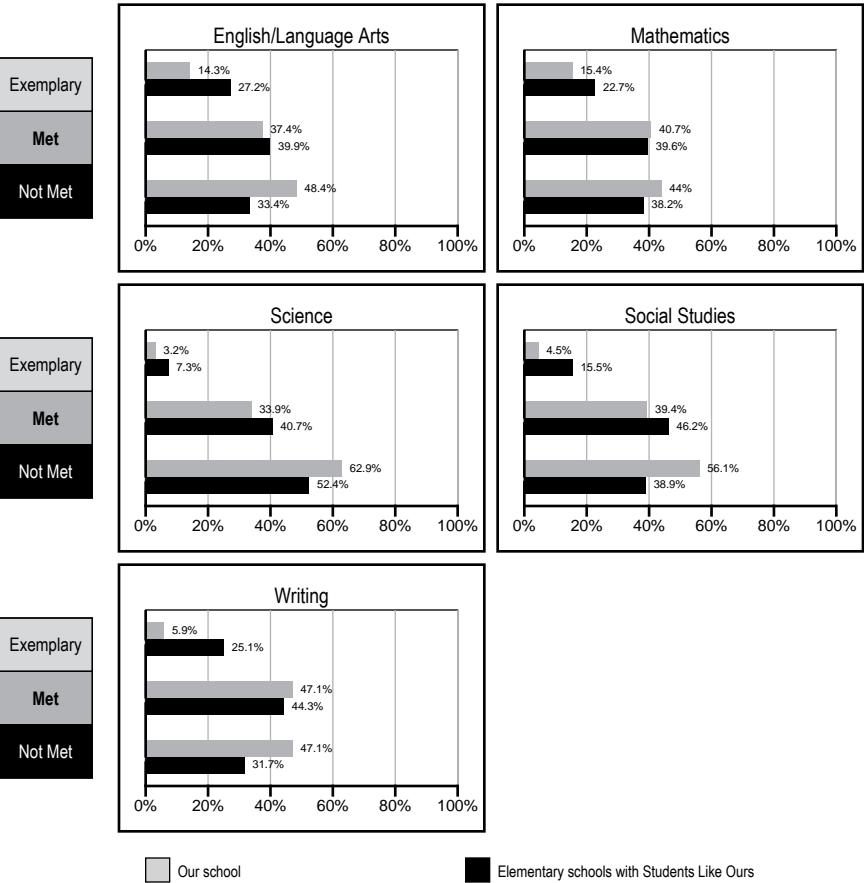
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	101	54	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=313)				
First graders who attended full-day kindergarten	91.2%	Up from 78.6%	100.0%	100.0%
Retention rate	4.6%	Up from 1.0%	1.5%	1.1%
Attendance rate	94.9%	No Change	96.1%	96.2%
Served by gifted and talented program	1.5%	Up from 0.0%	5.7%	13.4%
With disabilities other than speech	10.4%	Up from 8.8%	4.3%	4.1%
Older than usual for grade	3.0%	Up from 1.1%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	23.6%	Up from 0.3%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	50.0%	Up from 38.5%	61.7%	62.5%
Continuing contract teachers	86.4%	Up from 80.8%	82.8%	88.2%
Teachers returning from previous year	83.0%	Up from 75.7%	84.9%	87.8%
Teacher attendance rate	96.2%	Up from 95.9%	95.1%	95.2%
Average teacher salary*	\$40,312	Up 0.5%	\$45,139	\$46,773
Professional development days/teacher	13.5 days	Up from 10.0 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 14.7 to 1	17.6 to 1	19.9 to 1
Prime instructional time	89.0%	Down from 90.5%	90.1%	90.4%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,903	Up 1.6%	\$8,344	\$7,447
Percent of expenditures for instruction**	57.6%	Up from 55.4%	67.7%	68.4%
Percent of expenditures for teacher salaries**	53.4%	Up from 50.3%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This year, Blenheim Elementary/ Middle was a Palmetto Priority Turnaround School. With that status before us, we moved with a sense of urgency to improve our academic achievement. This challenge required our students, staff, parents,community and SDE to work together.

With the opportunity to practice our Mission Statement, Blenheim went right to work building a professional learning community and collaborating with EdisonLearning, as an educational associate. Through the development of rigor, relevance and relationships, we observed continuous growth in the achievements of students, the use of effective teaching strategies, the increased involvement of our parents, the development of a supporting community, and rewards from contributing business partners.

Implementing a standards-based curriculum, we allowed the data to drive the instruction for our students. Assessments were given monthly. At each period we took time to celebrate our successes by recognizing those who met or were moving towards their goals. Students enjoyed the incentives and we enjoyed their eagerness to achieve.

Student clubs and organizations exhibited great character as they represented the school during the year. The STEM/Robotics Team participated in their first competition. Special needs students wrote and submitted a play entitled, "Mud Bogging" to The State Organization on Arts and Disability. Blenheim received the 2010 Award for Very Special Arts and was given an Artist in Residence for the Spring of 2011.

The year came to an exciting close with Leadership South Carolina and Wal-Mart teaming with other corporations to make a \$10,000 contribution to the school to provide assistance with student clothing and hygiene needs. On May 27, 2011 Blenheim was released from PPS Turnaround status!

Dr. Gwendolyn L. Dixon-Coe, Principal
 Mrs. Pamela S. Johnson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.2%	0.0%	No
Student attendance rate	94.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	205	97.6	56.1	28	15.9	58.7	71.2	82.4	No	Yes
Gender										
Male	116	96.6	59	25.7	15.2	55.2	66.2	78.7	N/A	N/A
Female	89	98.9	52.4	31	16.7	63.1	76.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	96	99	58.2	27.5	14.3	60.4	79.2	88.9	No	Yes
African American	100	97	53.3	29.3	17.4	58.7	67.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.2	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70	83	I/S	I/S
Disability Status										
Disabled	42	100	N/AV	N/AV	N/AV	17.1	36.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	187	98.9	58.2	28.2	13.6	56.5	68.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	205	97.6	46.6	41.3	12.2	69.8	71.2	81.9	Yes	Yes
Gender										
Male	116	96.6	49.5	40	10.5	67.6	67.7	79.9	N/A	N/A
Female	89	98.9	42.9	42.9	14.3	72.6	74.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	96	99	50.5	37.4	12.1	68.1	76.7	88.9	Yes	Yes
African American	100	97	42.4	44.6	13	71.7	68.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.2	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70	84.4	I/S	I/S
Disability Status										
Disabled	42	100	N/AV	N/AV	N/AV	26.8	35.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	187	98.9	48.6	40.7	10.7	67.8	69.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	138	99.3	65.9	31.8	2.3	34.1	45.1	68.6
Gender								
Male	78	100	63	34.2	2.7	37	44.6	68.3
Female	60	98.3	69.6	28.6	1.8	30.4	45.7	68.9
Racial/Ethnic Group								
White	69	100	66.7	28.8	4.5	33.3	59.5	80.7
African American	63	98.4	N/AV	N/AV	N/AV	35.6	37.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	30.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	43.2	70.8
Disability Status								
Disabled	31	100	N/AV	N/AV	N/AV	12.9	17.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	129	100	68.3	30.9	0.8	31.7	41	57.3

Social Studies								
All Students	138	100	57.9	35.3	6.8	42.1	50.9	72.5
Gender								
Male	76	100	64.8	28.2	7	35.2	49	72
Female	62	100	50	43.5	6.5	50	52.9	73.1
Racial/Ethnic Group								
White	66	100	57.1	33.3	9.5	42.9	62.2	81
African American	66	100	58.5	36.9	4.6	41.5	45.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	47	73.5
Disability Status								
Disabled	32	100	N/AV	N/AV	N/AV	12.9	24.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	69.7
Socio-Economic Status								
Subsidized meals	126	100	61.5	32.8	5.7	38.5	47.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	69	97.1	53.1	42.2	4.7	46.9	57	73.2	94.9	95.2
Gender										
Male	38	94.7	N/AV	N/AV	N/AV	38.2	47.9	67.2	94.5	95
Female	31	100	43.3	46.7	10	56.7	66	79.4	95.4	95.4
Racial/Ethnic Group										
White	29	93.1	50	46.2	3.8	50	64.3	81.5	93.6	94
African American	38	100	55.6	38.9	5.6	44.4	54.9	61.3	96.6	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	92.8	94.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	48.7	72.2	91.4	93.7
Disability Status										
Disabled	13	92.3	N/AV	N/AV	N/AV	N/AV	17.6	26	92.7	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	97.5
Socio-Economic Status										
Subsidized meals	66	97	54.1	41	4.9	45.9	53.2	63.2	94.7	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	41	100	36.8	34.2	28.9	63.2
	4	31	90.3	44.8	44.8	10.3	55.2
	5	41	100	36.8	52.6	10.5	63.2
	6	39	100	55.6	33.3	11.1	44.4
	7	35	100	66.7	21.2	12.1	33.3
	8	24	100	N/A	N/A	N/A	28.6
2011	3	22	100	33.3	33.3	33.3	66.7
	4	38	100	45.9	37.8	16.2	54.1
	5	36	97.2	N/AV	N/AV	N/AV	38.2
	6	37	89.2	53.3	26.7	20	46.7
	7	38	100	69.4	13.9	16.7	30.6
	8	34	100	64.5	19.4	16.1	35.5
Mathematics							
2010	3	41	100	57.9	21.1	21.1	42.1
	4	31	100	37.9	58.6	3.4	62.1
	5	41	100	65.8	26.3	7.9	34.2
	6	39	100	50	47.2	2.8	50
	7	35	100	63.6	27.3	9.1	36.4
	8	24	100	N/A	N/A	N/A	14.3
2011	3	22	100	38.1	33.3	28.6	61.9
	4	38	100	43.2	43.2	13.5	56.8
	5	36	97.2	50	41.2	8.8	50
	6	37	89.2	33.3	56.7	10	66.7
	7	38	100	58.3	30.6	11.1	41.7
	8	34	100	51.6	41.9	6.5	48.4
Science							
2010	3	20	100	N/A	N/A	N/A	15
	4	31	100	N/A	N/A	N/A	34.5
	5	21	100	72.2	22.2	5.6	27.8
	6	19	100	50	44.4	5.6	50
	7	35	100	78.8	18.2	3	21.2
	8	12	100	I/S	I/S	I/S	I/S
2011	3	11	100	I/S	I/S	I/S	I/S
	4	38	100	62.2	32.4	5.4	37.8
	5	16	100	N/AV	N/AV	N/AV	33.3
	6	17	94.1	N/AV	N/AV	N/AV	40
	7	38	100	69.4	27.8	2.8	30.6
	8	18	100	N/AV	N/AV	N/AV	25

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	21	100	61.1	33.3	5.6	38.9
	4	31	100	58.6	37.9	3.4	41.4
	5	20	100	70	25	5	30
	6	20	100	38.9	55.6	5.6	61.1
	7	35	100	66.7	30.3	3	33.3
	8	12	100	N/A	N/A	N/A	27.3
2011	3	11	100	N/AV	N/AV	N/AV	9.1
	4	38	100	35.1	56.8	8.1	64.9
	5	19	100	N/AV	N/AV	N/AV	21.1
	6	16	100	N/AV	N/AV	N/AV	46.7
	7	38	100	66.7	25	8.3	33.3
	8	16	100	46.7	33.3	20	53.3
Writing							
2010	3	41	100	60.5	23.7	15.8	39.5
	4	30	100	58.6	37.9	3.4	41.4
	5	41	100	33.3	38.5	28.2	66.7
	6	39	100	38.9	50	11.1	61.1
	7	35	100	48.5	42.4	9.1	51.5
	8	24	100	N/AV	N/AV	N/AV	47.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	35	100	47.1	47.1	5.9	52.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	34	94.1	60	36.7	3.3	40

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